

THE EFFECT OF USING ENGLISH SONG IN PAIRWORK ACTIVITY TO INCREASE STUDENTS' SPEAKING ACHIEVEMENT

Yaloinaita Pinem, Editha Gloria, Huzairin

Email: yaloinaitapinem@gmail.com

Abstract

Penelitian ini dilakukan berdasarkan permasalahan yaitu kurangnya kemampuan berbicara siswa terkhusus berbagi gagasan satu sama yang lain. Tujuan dari penelitian ini adalah (1) untuk menemukan apakah adanya pengaruh kemampuan berbicara siswa setelah mengajar lagu bahasa Inggris. (2) untuk menemukan adakah permasalahan yang dihadapi oleh siswa. (3) untuk menemukan aspek berbicara yang mana yang meningkat. Metode yang di gunakan dalam penelitian ini adalah time series disain. Hasil penelitian ini yaitu, post test 1 nilai tengah nya adalah 53.65 di mana posttest 2 meningkat menjadi 66.67 dengan nilai tengah 12.52 dan di post test 3 meningkat menjadi 81.40, dengan nilai tengah 15.2. Berdasarkan hasil dalam setiap post test dapat di katakan bahwa menggunakan lagu bahasa inggris dalam pembelajaran bahasa Inggris memiliki pengaruh yang baik untuk meningkatkan kemampuan berbicara siswa.

This research was conducted based on the problem faced by the students that is the students have the low speaking to share their ideas in English speaking communicatively. The objectives of the research are (1) to find out wheter there is effect of students speaking achievement after being taught by using English song in pair work activity (2) to find out there is problem encountered by students in implementing this media (3) to find out which aspects of speaking are increase the students speaking achievement. The method used in this research was time series design. The result of this research, in post test 1 students mean score is 53.65 while in posttest 2 it increse to 66.17; the gain is 12.52 and in the posttest 3 it increase to 81.40 ; the gain is 15.23. Based on the result of the every post test, it can be concluded that song in a pair work activity has a good effect to increase the students' speaking achievement.

Keywords: *effect, English song, pair work, speaking achievement*

INTRODUCTION

English is used in many countries because it functions as an International language. Therefore, in Indonesia, English is taught compulsory subject to students in elementary school to university. By learning English, students can help themselves to face their futures because it is one of a language in the world that should be mastered. It is also a top requirement of those seeking job because the applicants who master either active or passive English are more beneficial than those who do not. In learning English language, there are four skills need to be taught. They are listening, reading, speaking, writing.

Speaking is one of important skill for students in learning a language because it is to carry out a conversation in language. The general aim of speaking is communicative efficiency. By having a good ability in speaking, the students can communicate fluently to the other people. So they are able to express the idea, work out in some aspect and maintain social relationship by communicating with others in the society. That is why the students should be successful in learning the second language especially in speaking skill.

It is support by Harris (1974: 9) who says that speaking is encoding process whereby, we are communication our ideas, thought, and feeling through, one or other forms of language. So, we can produce spoken message which is our ideas, thought, and feeling to other people. So speaking situation involves a speaker spoken a message with words or sentence to a listener.

Based on the researcher's experience when she did Field Practice Program (PPL), at SMP N 1 Batanghari Nuban, East Lampung from July to September 2012 almost of the students have difficulties to speak English fluently, comprehensibly, and grammatically. The students think that speaking is one of difficult skill required by the students when learning a language. The effect, the students have a bad score and can't achieve the standard competence (KKM). According the researcher experience, it is one of the reasons why the researcher would like to research the students' speaking ability.

Song is one of media that can help the teacher to make the students in the class enjoy and interest to study from the lyrics, the rhythm, the gesture etc. Song is easy to remember, especially when the lyric is appropriate with our feeling at the time. Some people also use song and its music as a therapy, and also express their emotion to reduce their bad feeling. So, the researcher hope by using a song to teach speaking skill, the students can easy to share their ideas in English orally.

Song can be used to motivate the students positive emotion; it can also inspire the students' can express their feelings and their ideas. Hornby's idea showed that applying song in teaching learning process procedure an active process of students because they are intends to sing. Griffee stated that "Song is part of music that you sing through words" (2001: 10). It closely related to speaking, because speaking is an action of having a communication with the others in using oral language. Oral

language can be defines simply just an activity which is combine the words together into something understandable.

Song can play a really important part in the classroom when teaching speaking. It can change the atmosphere in the room within seconds. Futhermore, song can lead into to the topics and ways to pre teach teaching speaking ability. Song is an art to express people's feeling through a sentence which has tone. A simple song usually consists of four sentences. By singing a song students have chance to express and share their feeling to each other. This state supported by Cebula (2008) that "Students who participate in learning English trough songs usually express themselves easily and pick up a lot of new words also building up fluency. A song gives them the opportunity to repeat the same words many times without risk boredom. "

Pair works activity is a type of classroom interaction when students are working with another student. This may be to discuss something, to check answers, to do a communicative activity. It is an appropriate technique to teaching speaking English because in work together their can easily to share their ideas, information, or opinion. Brumfit says that pair work and group work are the most effective techniques of classroom organization which combine aspects of communication learning and natural interaction in a stress free environment. (Brumfit, 1984:78)

It can be said that by using pair work technique in English song, teaching speaking will be much enjoyable and it will give the students understanding about what is said. Therefore based on these reasons stated above, the researcher will be

conducted her research speaking teaching by using English song in pair work activity to increase their speaking ability. Hopefully, it has a good effect that help the students to increase their speaking ability.

METHOD

This research was quantitative research. It was carried out to see and find out the result the use of song to improve students speaking ability. In conducting the research, the researcher uses time series design by giving different topic of songs in every treatment and every test. The researcher used one class where the students were been given, three times treatment and three times post-test. The research design can be represented as follows:

$X_1T_1X_2T_2X_3T_3$

In which:

T1 : Post test 1

T2 : Post test 2

T3 : Post test 3

X1 : Treatment 1

X2 : Treatment 2

X3 : Treatment 3

(Hatch and Farhady, 1982:24)

The population of the research was the students of the second year students at SMA N 5 Bandar Lampung that consisted of six classes, and class XI science 5 was taken as the sample. The sample of the research has been choose randomly

from five classes by using lottery because the participant have similar chance to be chosen and in order to avoid the subjectivity in this research.

The researcher used T-test in order to find out the significance of treatment effect. The hypothesis was analyzed at significant level of 0.05 in which the hypothesis is approved if $Sign < \alpha$.

RESULTS AND DISCUSSION

After giving the treatment by using a pop song, the researcher conducted the posttest. The posttests were administered to see the progress of the students' speaking ability after being given the treatment using a song in pair work activity.

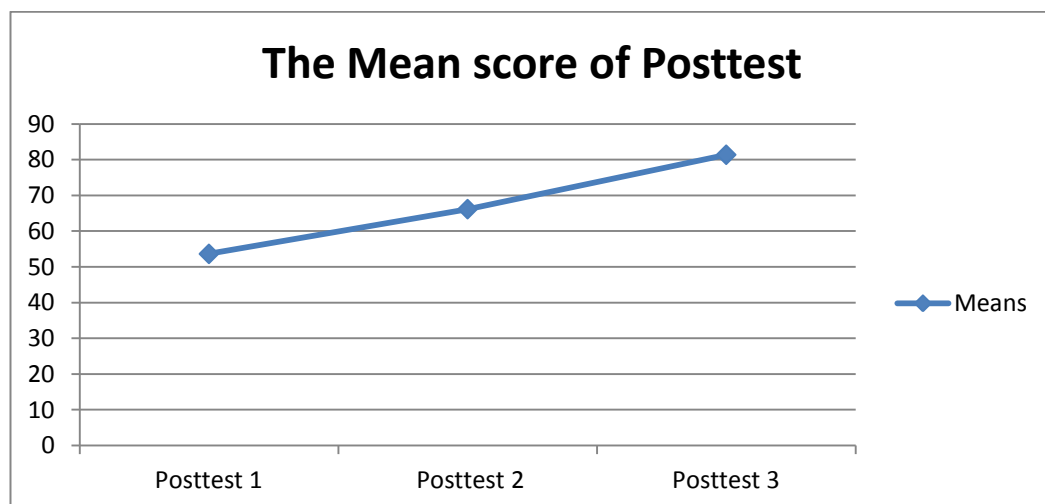
As has been mentioned above, the researcher chosen expressing feeling as a material and let the students express their feeling when listening to the song. The test is done orally and directly, the researcher called the students in pair to come in front of the class to perform their discussion. The researcher asked the students to speak clearly since the students voices are recorded during the test. The form of the test is subjective test since there was no exact answer. The result of all the posttest can be seen in table below:

Table 4.1 Result of Students Speaking Score in Post - Test

Variable	Number of students	The Lowest Score	The Highest Score	Means
Posttest 1	35	44.00	72.00	53,65
Posttest 2	35	54.00	78.00	66,17
Posttest 3	35	74.00	92.00	81,40

From the result above, it can be seen that the mean of the students' posttest improve after giving the treatment. By that result the researcher described into graphic to show whether there is improvement of the students' speaking output taught in using a song in English speaking class.

Figure 4.3.1 The result of students Speaking Score in Post - test



The graphic shows that there is improve by using a pop song in pair work activity after getting the treatment. The effect on students score reflects on students'

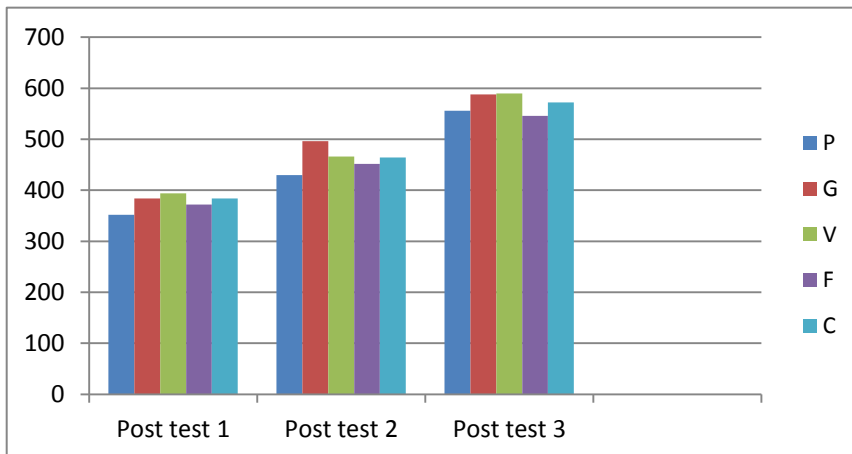
speaking ability. Based on students' scores (see appendices 8-10), students' speaking ability on the treatments improve point 12, 52 from the first posttest to the second posttest 15,23 point from the second posttest to the third posttest. Relating to the hypothesis, looking at the result and graphic, it can be said that there was significance improve of students' speaking ability from test after being taught by using a song in pair work activity.

Table 4.4 Students speaking aspect

Post Test	N	Aspect of Speaking									
		P		G		V		F		C	
		score	mean	score	mean	score	mean	score	mean	score	mean
1	35	352	10,06	384	10,97	394	11,26	372	10,63	384	10,97
2	35	430	12,29	496	14,17	466	13,31	452	12,91	464	13,26
3	35	556	15,86	588	16,8	590	16,86	546	16,34	572	16,34

Based on table 4.4 above, it can be seen that using English song in pair work activity also had a good effect for the students speaking achievement. English Song had effect to increase the students speaking aspect which all the aspect are increase.

Figure 4.3.1 Result of Speaking Aspect of Score



Notes :

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

The researcher found some the problems faced by the students in learning English in using English Song. The students were difficult to listen an English Song clearly because the sound system used did not too clear, so some students could not listen the song clearly. To solve the problem, the researcher asked the students to search the song before class started so it could help the students to follow.

Another Problem that faced by the students was the unpopular song. There was “First Love”, some students never heard this song before so the students were difficult to discuss what the song about. Therefore, the result of the posttest was less than another posttest so many students weren’t achieve the standard score of the school (KKM).To solve the problem, the researcher are played the song more than twice before they disused their opinions each other.

CONCLUSIONS

Based on the final result of posttest III, it shows that the highest aspect of speaking was vocabulary and the lowest was fluency. The result showed the increase of each aspect in speaking. It could be concluded that all aspects of speaking students got effect by using English a song in pair work activity in speaking class.

1. English song in pair work activity in learning speaking gives positive effect toward students' speaking achievement. It due to a song is communicative media for the students. It can also encourage students to express their idea by using their own sentences related to the song that they presented. The effect of using an English song in pair work activity can be seen from the result of each post test in all aspects; that is $16,147 > 1,042$ (t-table for posttest 1 – posttest 2). The value of t- ratio for test 2 – test 3 is also higher than t- table ; that is $26.393 > 2,042$.
2. There were two problems encountered by students in implementing this media; the students were difficult to listen an English Song clearly because the sound system used is not too clear, so some students can not listen the song clearly and unpopular song, for example “First Love”, some students never heard this song before, so the students were difficult to discuss what the song about.
3. This research was focused on five aspects of speaking; that were pronunciation, grammar, vocabulary, fluency comprehension. From the calculation, it could be seen that the most increase in pair 1 (post – test 1 and

post – test 2) is grammar and in pair 2 (post – test 2 and post – test 3) is pronunciation.

SUGESSTIONS

1. For Teaching Implication

- a. Considering the aids and the material to be taught, teacher English can use a song for teaching learning speaking so that the students have motivation and do not feel bored to learn English in following speaking class. Teacher have to choose the appropriate song for the students, i.e. the song that has a close relation to the students real life or their own exprience. Its can helping the students to use English fully as long as share phase. So that students speaking ability will be better.
- b. Since there are some aspects of speaking that should be concern like pronunciation, grammar, vocabulary, fluency, and comprehensibility, the teacher should explain it further to the students in certain meeting, not at glance as what had been done by the researcher. It should be done to make the students be able to internalize those aspects, so that their speaking ability will be better.

REFERENCES

Brumfit, Christopher. 1984. *Communicative methodology in language teaching*, CUP.

Cebula, Dorota .2008. *Songs and Rhymes In Language Teaching* (after-school teenagers)

Griffiee, D.T. 2001. *Songs in Action*. Hertfordshire: Prentice Hall International.

Harris,D.P.1974. *Testing English as Second Language*. Newyork : McGraw Hill Book Company.